

Transition Considerations and Checklist

Pre-K

Setting	Make sure staff has good knowledge of normal child development and is trained in autism spectrum disorders
	Use an integrated approach for goals and services
	Teach generalisation skills - focus on the positive
	Be proactive
	Prevent bullying
Environment	Natural setting, includes similar-age peers who are both social and verbal
	Visually structured with clear, defined boundaries
	Quiet area to reduce anxiety and sensory overload
Social-Emotional	Provide curriculum that addresses core deficits based on the student's developmental stage
	Foster self-awareness of feelings and emotions
	Encourage friendships and develop play skills
	Build self-esteem
Academic	Schedule reflects balanced variety of activities that addresses both cognitive and adaptive needs and skills
	Use student's special interests to enhance learning
Behavioural	Ensure staff and classroom expectations meet student's needs
	Reduce stress and anxiety
	Build in choice making throughout the day, as appropriate; often, presenting too many choices confuses and agitates students with autism spectrum disorders
	Teach the hidden curriculum
	Teach, encourage, and support developmentally appropriate self-advocacy

Elementary School

Setting	Same as Pre-K, in addition to:
	Conduct and review assessments
	Check for understanding
Environment	Same as Pre-K, in addition to:
	Consider student's needs with teacher style
	Use visual supports and graphic organisers
	Provide structure to unstructured activities
Social-Emotional	Same as Pre-K, in addition to:
	Use Circle of Friends and social groups to build
	Teach concept of home base and safe person
	Allow and encourage student to be leader/helper
Academic	Same as Pre-K, in addition to:
	Be respectful of learner's strengths and challenges
	Modify and adjust academic expectations to meet student capabilities
	Introduce concept of leisure skills
Behavioural	Same as Pre-K, in addition to:
	Make sure positive behavioral supports are in place
	Recognise communication of behaviours
	Be aware of teaching independence instead of learned helplessness

Middle School		
Setting		Same as Elementary School, in addition to:
		Be sensitive to possibility of depression
Environment		Same as Elementary School, in addition to:
		Provide orientation
		Practice routines
		Provide maps and written directions
Social-Emotional		Same as Elementary School, in addition to:
		Analyse effects of stress and anxiety
		Teach self-reflection, self-evaluation
		Expand vocabulary of emotions/feelings
		Change the format of social skills training
Academic		Same as Elementary School, in addition to:
		Build in homework strategies/accommodations
		Provide study hall
		Provide opportunities for leadership in special interest areas
		Further define leisure skills
Behavioural		Same as Elementary School, in addition to:
		Honour and value student's opinions
		Reassess motivation and reinforcements
		Introduce self-determination curriculum
		Establish understanding of role and responsibility of law enforcement
High School		
Setting		Same as Middle School, in addition to:
		Prevent intimidation and harassment
Environment		Same as Middle School, in addition to:
		Provide orientation opportunities prior to beginning of the year
		Possibly attend a summer class
Social-Emotional		Same as Middle School, in addition to:
		Provide work experience, supported if necessary
		Continue to facilitate friendships and build on like interests
Academic		Same as Middle School, in addition to:
		Provide enrichment activities in addition to academics
Behaviour		Same as Middle School
School to Work		
Setting		Same as High School
Environment		Same as High School, in addition to:
		Change from high school setting to college or work setting
Social-Emotional		Same as High School, in addition to:
		Expand friendships to the next environment
Academic		Same as High School, in addition to:
		Continue to focus on academics or transfers to work environment
Behavioural		Same as High School, in addition to:
		Builds on self-determination and self-advocacy